

**THE INFLUENCE OF USING INSTAGRAM TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT
THE SECOND SEMESTER OF THE TENTH GRADE OF SMK
TRISAKTI JAYA BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-
Degree**

**By:
MUTIARA SAFIRA PUTRI AZIZAH
NPM. 1611040292**

Study Program: English Education

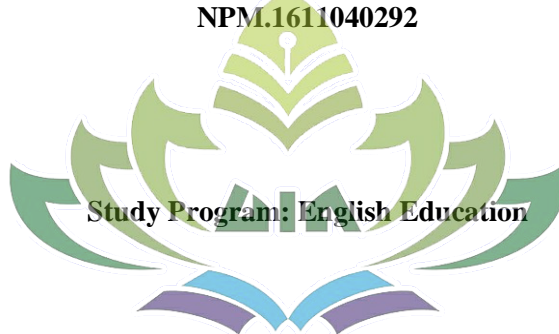


**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

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**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

ABSTRACT

THE INFLUENCE OF USING INSTAGRAM TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMK TRISAKTI JAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By:

MUTIARA SAFIRA PUTRI AZIZAH

The purpose of the research is to know whether there is an influence of using Instagram towards Students' Writing Ability in Descriptive Text at the Second Second Semester of the Tenth Grade of SMK Trisakti Jaya Bandar Lampung in the Academic Year of 2020/2021. Based on the preliminary research, it showed the students' writing ability at the tenth grade of SMK Trisakti Jaya Bandar Lampung was still low.

In this research, the researcher used pre experimental design with the treatments which were held in three meetings, and 90 minutes for each meeting. The experimental class was X MP (office management/ manajement perkantoran) consits of 36 students. In collecting the data, the researcher used writing tests that were writing text for pre-test and post-test. The tests were write descriptive text.

After giving post-test, the researcher analyzed the data using paired sample test formula. From the data analysis, the hypothetical test was obtained the result of t_{observed} was 16.783 and t_{table} was 2.030. It means t_{observed} is higher than the t_{table} shown by $16.783 \geq 2.030$. This result means there is an influence of using instagram towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Trisakti Jaya Bandar Lampung in the academic year of 2020/2021.

Keyowods: *Experimental Design, Student's writing Ability, Instagram*

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Instagram Toward Students’ Writing Ability in Descriptive Text at the Second Semester of the Tenth Grade at SMK Trisakti Jaya Bandar Lampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted statements and theories from several source and they are properly acknowledged in the text.

Bandar Lampung,
The Researcher,

2021



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TOWARDS STUDENTS' ABILITY IN
WRITING DESCRIPTIVE TEXT AT THE
SECOND SEMESTER OF THE TENTH
GRADE AT SMK TRISAKTI JAYA,
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A thesis entitled: THE INFLUENCE OF USING INSTAGRAM TOWARDS STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE STUDENTS OF SMKS TRISAKTI JAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021, by: MUTIARA SAFIRA PUTRI AZIZAH, NPM: 1611040292, Study Program: English Education was tested and defended in the examination session held on: Thursday, October 21th 2021.

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and by the (record) which (men) write.”
(Q.S. Al-Qalam: 1)



DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Maryono, BBA and Mrs. Yusnainawati who always pray for my success and give me support and motivation to study hard and finish this thesis. Allah blesses you mom and dad.
2. My beloved brothers Oktavianda Anugerah Putra, A.md and Azmi Rizaldo, A.md who always support me.
3. My beloved sister in law Selvi Aryani, S.E who always support me.
4. My beloved nieces Kayla Annisa Zayna and Nabila Ziya Aina who always make me happy.
5. All of my best friends and who always helps, give me a support and motivation to finish this thesis, and all students of English Education study program especially class E the best support system. Thank you for your help guys.
6. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow and have contributed much for myself.

CURRICULUM VITAE

The name of the researcher is Mutiara Safira Putri Azizah. She was born on April 26th 1996 in Bandar Lampung. She is the third child of three children of Mr. Maryono, BBA and Mrs. Yusnainawati. She has two brothers namely Oktavianda Anugerah Putra, A.md and Azmi Rizaldo, A.md

The researcher began her study in Kindergarten at TK Trisula Bandar Lampung, afterward, she continued Elementary School at SDN 1 Rawa Laut in 2002 and finish in 2008. After that, she continued her study at Junior High School at SMPN 17 Bandar Lampung and finished in 2011. Then, she continued her study at Senior High School at SMAN 10 Bandar Lampung and finished at 2014. She continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Training Faculty Study Program in English Education.



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First of all, all praises is to Allah SWT, the Most Merciful, and the Most Beneficent for his Mercy and Blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung; the primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staffs, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
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- Finally, none or nothing is perfect and neither is this thesis. Any correction, comment, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, 2021
The Researcher,



Mutiara Safira Putri Azizah
NPM.1611040292

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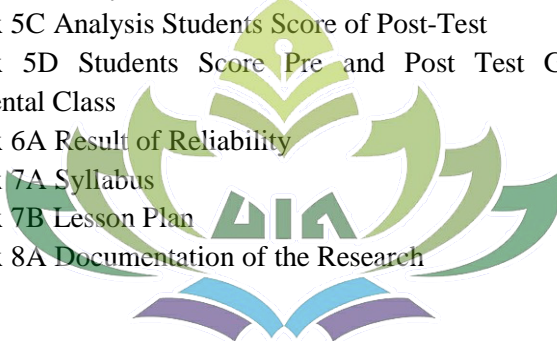
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the English skills that relates to the ability to formulate an idea in writing. Writing can also help people to show their feelings through writing. Harmer states that “writing is a way to produce language and express ideas, feeling, and opinion.”¹ It means that writing is based on ideas, feelings or opinions that someone develops through writing. Then, writing needs to think hard to get ideas and produce words and sentences. It becomes writing that can be understood by the readers.

Moreover, writing is a skill that needs an inspiration and an idea to get sentences. Based on Nunan, “writing is the mental work of inventing ideas, thinking about how to express them, and arranging them into sentences and paragraphs that a reader can understand.”² It is a way to help people to pour their minds on the paper to make good sentences, texts or paragraphs. Writing is fun if people like to pour their minds into it. In the writing process, we always need to think ideas and inspirations. For students writing is not easy and it is maybe a challenge for them even who are good at writing.

In conclusion, writing is one of the English skills, which requires thought and inspiration to produce sentences. The sentences that are delivered by the writer are good if the sentences can be understood by readers.

Furthermore, writing is taught formally in SMK (*sekolah menengah kejuruan*) or vocational school, to gives what the students need, especially in learning English. Then, the teacher follows the curriculum that is used by the school, and for materials the teacher adapts to the syllabus. There are some texts that are taught in

¹ Jeremy Harmer, *How to Teach Writing* (London: Pearson Education Limited, 2004), p.31

² Nunan David, *Partial English Language Teaching*. New York :(Mc Grow Hill Contemporary, 2003), p.88

vocational school. For example, the teacher must teach the students about descriptive text and it must be based on their majors to make it easier to describe something such as they can describe computers, calculators, and so on.

Therefore, the teacher needs to determine the right media, techniques, strategies, or methods for teaching descriptive text in the classroom. Even, in a vocational school the teacher also needs it. He must choose media, techniques, or methods that can influence the standard of learning, and he must make sure that the students can understand the content well or not.

Then, the students feel that it is very difficult and unpleasant to learn English, because it is very difficult and unpleasant. They do not understand the material that is taught and the limited vocabulary which they understand. Because of that, they are not interested in learning English especially in writing skill. In vocational school, the teacher must do something that can make students interested in the material and make them more active in learning process. Students desperately need something that makes them interested in the material and want to be more involved in the learning process.

In the real situation, somehow, we know that in some schools the portion of writing in the learning and teaching process is limited, and students often find it difficult to express their ideas or opinions in written form. According to Richards and Renandya “writing is the most difficult skill for the second language and foreign-language learners.”³ It can be concluded that there are many difficulties in writing, such as it is difficult for students to develop their ideas or opinions in written form, and the students not only have less knowledge in grammar and vocabulary but also concept in writing.

Based on preliminary research, the researcher conducted at SMK Trisakti Jaya Bandar Lampung, the researcher interviewed Mr. M. Yamin, S.pd, he said that the students’ writing abilities are still low, the students have low motivations, and they are not interested during

³ Richards, J.C. and Renandya, W.A, *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: (Cambridge University Press, 2002), p.303

the teaching and learning process especially in writing. The students got some problems in writing ability such as the students had difficulties in sorting the words into good sentences, and they are difficult to dig the ideas. The teacher also mentioned in making sentences, the students have less motivation in the learning process, less vocabulary, easy to get bored and have difficulties to dig ideas. The teacher does not apply the interesting media, techniques or so on. The teacher uses textbook or LKS (*lembar kerja siswa*) to teach English or the teacher only asked the students to listen his explanation then the teacher must ensure whether they understand the material or not. In doing preliminary research the research got the data of writing score. It can be seen from table 1

Table 1

The students' Writing score at SMK Trisakti Jaya Bandar Lampung in the Academic Year of 2020/2021

No	Score	Classes		Total
		X MP	X BP	
1	<72	24	19	43
2	≥72	12	17	29
Total		36	36	72

Source: English teacher's document of SMK Trisakti Jaya Bandar Lampung in the Academic Year of 2020/2021

From table 1, many students get under the minimum score. Standard score or the criteria of minimum mastery (KKM) score of English subject at that school is 72. It means that students who get difficulty in writing.

Based on the previous explanation, it can be concluded that there are many problems that are faced by the students at SMK Trisakti Jaya in learning English especially writing skill, then the researcher was interested in doing research on writing in vocational school. In the case, the researcher focused on the use of Instagram as one of the

media to motivate the students' abilities especially in writing descriptive text. One of the media which could be applied in this era is social media that is Instagram. "Instagram is one of the most popular and most used social media these days."⁴ Because of this, people or students also tend to operate this media in their daily activities, but Instagram is not only for sharing photo and video. Instagram is one of socialmedia; it can become tools for teaching writing to students. Krist stated that, "Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful."⁵ Instagram is considered as an appropriate tool to teach of descriptive text because it is supposed that it can make students moreenthusiastic and more motivated in writing descriptive text. In addition, in using instagram itself, the teacher has to be creative. The teacher can minimize students' difficulties by guiding students to write descriptive text by using instagram. Therefore students will feel that it is something new in learning English.

Moreover, some researchers have done their research by using Instagram. The first previous is from Mursela, "The Effect of Peer Feedbackthrough Instagram on Student's writing Recount Text (A Quasi Experimental Study at the Tenth Grade Students of SMA Triguna Utama in the Academic Year 2017/2018." The result of this research was the difference between students' score in learning recount text by giving peer feedback through social media and those do not.⁶

The second previous research is from Anggraeni, "Students' Perspective towards Use Instagram in Writing Class." The result reveals that the students' perspectives cover two aspects that include benefits and barriers of using Instagram in their writing assignment

⁴ Christina A. Jackson & Andrew F. Luchner. *Self-presentation mediates the relationship between Self-criticism and emotional response to Instagram feedback. Personality and Individual Differences*, 2017.04.052

⁵ Krist Michael W. *Instagram as an Educational Too for College students*.(2016).p.12

⁶Futia Mursela entitle " *The Effect of Peer FeedBack through Instagram on Student's Writing Recount Text (A Quasai-Experimental study at the Tenth Grade Students of SMA Triguna Utama in the Academic Year 2017/2018*"

participants' view that Instagram is a valuable social network platform that motivates them to write better.⁷

The third previous research is from Suharso, "Improving Students' Writing Skill using Instagram in Grade X of Science 5 at SMA 5 Yogyakarta." The result of the research suggested that with using Instagram in teaching and learning processes significantly made a very good improvement.⁸

There are similarities among three previous researches above with this research. All the researchers used the same social media namely Instagram. And then there are differences among three previous ones with this research, the first previous research focused on peer feedback in writing recount text. The second previous research focused on how students' perspective by using Instagram in writing a task at class. And the third previous research focused on how to improve students' writing skill by using Instagram with action research.

When the students use Instagram, they will try to follow what is becoming a trend in this modern era. Almost students have Smartphones that support them to access the internet, and then there is a chance to take advantages in using the internet. When using Instagram in teaching learning process it can be a new innovation to attract students in learning English, especially in writing.

While in this research, media is a tool that supports the learning process especially learning English in modern era. In creating the interactive class, the teacher needs innovation to teaching learning process. Based on the explanation above, the researcher was interested in discussing this case under the title "The Influence of Using Instagram towards Students' Writing Ability in Descriptive Text at The Second Semester of The Tenth Grade of SMK Trisakti Jaya Bandar Lampung In The Academic Year of 2020/2021".

⁷ Candradewi Wahyu Anggraeni entitle " *Students' Perspective towards use of Instagram in Writing Class* "

⁸ Irfan Zidny Suharso entitle " *Improving Students' Writing Skill using Instagram in Grade X of Science 5 at SMAN 5 Yogyakarta* "

B. Identification of the problem

Based on the background of the study above, such problems experienced by students in writing could be identified as follows:

1. The students had low motivation in learning English
2. The students got difficulties in finding ideas to write
3. The students easy got bored because teacher's teaching way that was less interesting.
4. The students did mistakes due to lack of vocabularies

C. Limitation of the problem

Based on the background and identification of the problem above, the researcher focused on using Instagram, especially in writing descriptive text. It was limited on the theme that is tourist place, entitle, "The Influence of Using Instagram towards Students' Writing Ability in Descriptive text at the Second Semeter of the Tenth Grade of SMK Trisakti Jaya Bandar Lampung in Academic Year 2020/2021."

D. Formulation of the problem

From the limitation above, the researcher formulated the problem as follows: "Is there any influence of using Instagram towards students' writing ability indcriptive text at the second semester of the tenth grade of SMK Trisakti Jaya Bandar Lampung in academic year 2020/2021?"

E. Objective of the research

The objective of the research is to know whether there is the influence of using Instagram towards students' writing ability in descriptive text at the second semester of the tenth grade of SMK Trisakti Jaya Bandar Lampung in the academic year 2020/2021.

F. Uses of the research

It is hoped that the result of this research can be beneficial in the English teaching and learning process as presented below:

1. Theoretically

Providing information to SMK Trisakti Jaya English Teacher about the influence of using Instagram towards students' writing ability in descriptive text. The result of the research is expected to inform that Instagram can be used in writing descriptive text.

2. Practically

a. For the teacher

By using Instagram the teacher can be more innovative in teaching learning process and feel fun to explain the material and make the students interested in learning English especially writing

b. For students

By using Instagram it is hoped that the students can be more motivated to follow the lesson especially in writing and the students are happier, more active, and better in writing.

c. For the school

It is hoped that this research is useful and always used for the new students in learning English. The school also can apply this media in teaching learning process.

G. Scope of the Research

The scopes of this research are as follows:

1. Subject of the Research

The subject of this research was the students at the tenth grade of SMK Trisakti Jaya Bandar Lampung in the academic year of 2020/2021.

2. Object of the Research

The object of this research was the used of Instagram students' writing ability in descriptive text.

3. Place of the Research

The research was conducted at SMK Trisakti Jaya Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester of tenth grade at SMK Trisakti Jaya Bandar Lampung.



CHAPTER II

LITERATURE REVIEW

A. Theory

1. Writing

a. Definition of writing

Writing is one of language skills, besides listening, speaking, and reading that must be mastered by English learners; they can write everything about what they are thinking. According to Brown, “writing is transaction with words in which people free themselves from what they have now thinking, feeling and feeling”.⁹ Writing is a very difficult skill. But by writing it can lead the creativity of a person and writing makes persons feel free to express their minds that are poured into it. In addition Harmer states that, “writing is a way to give off language and express idea, feeling, and opinion through lettering”.¹⁰ that means writing can help to express someone’s feelings and opinions and through writing, it can be understood what is in the intent of the desired opinion and can give a message and meaning to the reader.

Furthermore, writing is a skill that practice to convey an idea that becomes writing. According to Preveen, “writing is a skill which must be taught and practiced”.¹¹ Writing is a skill that requires good teaching and must be taught correctly so that the desire in writing is always achieved then trained in the right way in order to get a good sentence so that the completed ideas are thought then it is transferred through writing. Then, writing is a skill in English that

⁹ Brown. H D, *Teaching by Principle: An Interactive Approach Language Pedagogy 2nd edition* (America: Longman, 2001) p, 334.

¹⁰ Jeremy Harmer, *How to teach Writing*, (London: Pearson Education Limited, 2004), p.31

¹¹ Patel M.F, Praveen M.Jain, *English Language Teaching*, Jaipur: (First Publisher, 2008), p.125

requires strong thinking and feeling. Raimes says, “Writing is a skill in which we express idea, feeling, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain, and hand”.¹² That means writing is an idea and a feeling that are arranged from words to sentences and then paragraphs, which we see that it can get an idea then students their writing that readers can enjoy.

Moreover, writing is one of those skills that can be used as an expression where we cannot say directly but through writing can make our opinion. Harmer said that, “writing is a form of communication to deliver through or to express feeling through written form”.¹³ That means writing is one way of communication to convey a message that you want to convey and express the ideas you get in the form of a text. In addition, “writing also defines as one of language, which use for medium of communication because the reader is not present”.¹⁴ Writing is the way for us to communicate indirectly by the readers read the message of the writings.

Based on the definition about writing above, it can be concluded that writing is one of skills that must be mastered by English learners. Writing is a way to express ideas, feelings and thoughts that are arranged from word. This skill is very difficult skill, which requires an idea, thinking, and a feeling to be able to produce a good sentence. Then writing is the way to communicate with the readers and writing contains certain messages and meanings. Writing also requires proper instruction and good practice, and they will get good writing.

¹² Aan Raimes, *Technique in Teaching Writing*. (New York:Oxford University Press,1983),p.95

¹³ Jeremy Harmer, *The Practice of English Language Teaching*. (Harlow:Pearson Education Limited,2001),p.79

¹⁴ Byrne,Donn, *Teaching Writing Skill*. (London:Longman Group.Ltd,1990),p.1

b. Process of writing

There are some processes of writing based on Almagrot, “the processes of writing activities are particularly long and progressive”.¹⁵ It means writing process is effective as the writing stage and there are several processes of writing. As Harmer states that, “there are some processes of writing, such as:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say.

2. Drafting

We can refer to the first version of a piece of writing as a draft.

3. Editing (reflecting and revising)

One writer has produced a draft then they usually read through what they have written to see where it works or not.

4. Final version

Once writers have to edit their draft, make the changes and they consider well necessary, they produce their final version”.¹⁶

Because of this explanation, the researcher concludes that writing is an activity that has several steps because in a good writing, there are some processes they are called a writing process. The writing processes are planning, drafting, editing, and final version.

c. Teaching Writing

Writing is one of the English language skills that learners should require. In the other words, the teacher's

¹⁵ Dennis Almagrot, *The Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185

¹⁶ Jeremy Harmer, *How to Teach Writing*. (New York: Longman, 2004), p.4-5

role is helping students to write. Teaching writing is an activity where a teacher and the students are in the classroom in written form. According to Praveen and Patel, “in the beginning the teacher must teach everything by demonstration. It is very necessary as the teacher to give students necessary practice in drawing the pattern. It helps the students to write correct spelling because they have reproduced the visual image that is gotten while reading. A printed script of the teaching is profitable also because it gives less strain to the muscles because effort is not made to join letters”.¹⁷ The teacher must discuss how to explain the grammar and give an example for students first, so that the students can practice writing easily.

Then, the important part of teaching the writing is language skill. According to Harmer, “he says that by far the most important reason for teaching writing of course is that a basic of language skills”.¹⁸ It means the most important part of teaching writing is how the teacher explains to students the basics of grammar and provides example of how to write well based on grammar rules. Then, before asking students to write, the teacher must prepare the material and then order them to write sentences on paper, we should motivate them to think first about what they are going to write.

Based on that statement, the researcher believes that teaching writing is begins from the simplest and the basic ones, so that the students are easier to understand. Then, the students need to know what they want to write.

¹⁷ M Jain Praveen and Patel, English Language Teaching. (Methods, Tool, and Technique) (Rajpur: Sunrise Publishers and Distributors, 2008), p.126

¹⁸ Jeremy Harmer, *The Practice of English Teaching*. (Edinburgh Gate: Longmen, 2007), p.23

2. Concept of Online Learning

a. Definition of online learning

The study is usually done face to face but the process of learning could also be done online depending on the conditions. According to Carliner defined online learning as educational material that is presented via a computer.¹⁹ Online learning is education that takes place over the internet. It is referred to as “e-learning” among other terms. However, online learning is just one type of distance learning. As we know that there are many webs or applications that we could use for online learning such as WhatsApp, Google Classroom, Google Meet, Zoom, Facebook, and others.

b. Advantages of Online Learning

Instructional technology is highly beneficial for students, especially students pursuing a professional course. Online learning is considered a boon due to the reasons given below.²⁰

- a. Accessibility
- b. Online learning provides accessibility due to which a student could learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It does not matter where a student lives and what he or she wants to study. They could always find a suitable course or even a degree program that could be followed from home. Students learning options are not constrained by their geographic location.

¹⁹ S. Carliner, *An Overview Online Learning* (2nd ed) (Armherst, MA: Human Resource Development Press, 2004), p.19

²⁰Mehra. V. *Teachers' Attitude Towards Computer Use Implications for Emerging Technology: Implication in ET*. Journal of Teacher Education and Research.Noida. Vol.2. No.2 December 2007, p.1
<https://www.researchgate.net/publication/332833360> accessed on 8th July 2020

c. Personalized Learning

An online learning system enables a student to determine and process his or her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided through by creating individual learning styles. E-learning enables the individual to plan and direct his or her own learning. It has the potential to motivate, develop confidence and self-esteem, and overcome many barriers that learners encounter, personalize the learning experience, widen access, and improve the learning experience, while also helping people to develop their skills.

d. Develops Cognitive Abilities

In a study, it was found that E-learning may be effective in developing the cognitive abilities of pupil teachers. It was found that students of the e-learning programs had higher achievement levels than their counterparts. A student could find unlimited information that he could access just by the click of a button. Many online programs are offered by some of the most prestigious universities from all around the world. The student could take such a course online which could be helpful for the development of his cognitive abilities.

e. Cost-Effectiveness

Online learning is cost-effective because less money is spent in traveling and on buying books or spending money in the college context. Since it could be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet services provider.

f. Promotes Research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students' work helps form a classroom legacy and archive of successful products.

g. Basic Computer Skills

Both on and off-campus students who choose to study online have an opportunity to gain technical skills in using information communication technology. These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

h. Equal Opportunity to All

All students are equal; they are not treated differently based upon caste. Rather online learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools or college are at a distant place.

i. Self-Pacing

Due to individual differences, all learners are not able to complete the work assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without time restriction.

j. Globalization

New technologies are narrowing geographic barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our access. The electronic net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations where in students share ideas and resources, access information

about current events and historical archives, interact with experts, and use online databases.²¹

c. Disadvantages of Online Learning

It is well said that technology is a good slave but a bad master. Excess use of technology, lack of careful planning, and implementation of e-learning could lead to several problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources, and loss of revenue. There are two sides of the same coin. Online learning also shows its other not so good side as follows:

a. Poor Communication

In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher.

b. Feeling Isolated

Stress the importance interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Due to technological advancement in the modern era, the social development of a child has taken a back seat. Students remain in touch with their online friends sitting at far off places through WhatsApp, Instagram, Facebook, Google Meet, Zoom meeting but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that feeling of isolation was a huge stress factoring that prompted students to drop out.

c. Lack of Motivation

Online learners lack of motivation while studying because they easily got distracted towards any other thing. Working

²¹ Indira Dhull & MS. Sakshi, *Online Learning*, Journal Research Paper, E-ISSN No. 2452-9916 Vol. 3 Issue: 8 Aug 2017, p.2. <https://www.researchgate.net/publication/332833360> accessed on 8th July 2020

at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. The students tend to be more successful with the structure of traditional learning.

d. Lack of Funds

Points out those technology downsides include cost, hardware issues, internet problems, production of course materials and worry about the availability of funds. Researches reveal that most of the educational institutions typically do not anticipate connectivity costs which may later cause barriers to online learning.

e. Lack of Quality

Online learning sometimes results in a lack of quality in the teaching- learning process. Online instructors do not take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of online learning.

f. Poor Accessibility in Remote Areas

In the absence of any one of these, online learning cannot achieve its objective some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped use it.²²

3. Concept of WhatsApp Application

a. Definition of WhatsApp

WhatsApp is one of the application that is used for communicating and it has been famous around the world. According to Bouhnik and Deshen define WhatsApp is a smartphone application which can operate on almost all types devices and operating systems. This application has been created since 2010 with the purpose of the developers was to replace the existing SMS platform for a system that is free. WhatsApp is able to send and receive messages to

²²*Ibid.* p.3

and from individuals or groups. WhatsApp has a variety of functions, such as text messages, attached images, audio files, video files, and links to web addresses.²³ Now WhatsApp is developing and it always does some upgrades to improve its qualities at uncertain time.

Many people in all circles and ages use WhatsApp, especially these days all the activities of the school use some media and mostly they use WhatsApp to do learning activities because it is quite complete, easy to use, a little storage, free, and the students has gotten used to using it.

Nowadays, WhatsApp is really popular to help the students and the teacher to keep in touch. On WhatsApp the teacher and the students can make groups and do learning activities with sending and sharing messages, pictures, videos, audios, and links.

b. The advantages of WhatsApp

1. WhatsApp is the alternative for engaging e-learning classes.
2. It facilitates students in motivating students to learn English, especially in writing skill
3. It helps students to overcome their fear of using the language through sharing information and discussion.
4. It helps the students to believe in their abilities and to have confidence.
5. It enables students to learn from their colleagues' mistakes.²⁴

²³ Dan Bouhnik and Mor Deshen, WhatsApp Goes to School: Mobile Instant Messaging Between Teaching and Students. *Journal of Information Technology Education: Research*. Bar-Ilan University. Vol. 13,

²⁴ Cicih Nuraenil, Lia Nuralia, "Utilizing WhatsApp Application in English Language Learning Classroom "Metathesis: Journal of English Language Literature and Teaching, Vol. 4 No. 1 (April 2020), p. 92-93.

c. The Disadvantages of WhatsApp

1. Need extra time to prepare the material.
2. Some students are silent readers and do not participate in the discussion.
3. Copy and paste of tasks often occur, the teacher should be careful about this.
4. Lack of students' attention of the material given from the teacher. It means not all students learn from the materials.²⁵

Based on the disadvantages above, there are some disadvantages but as long as the teacher can handle it, the process of learning can run smoothly. The point is both the teacher and the students have to do good cooperation.

4. Guided Writing

a. Definition of Guided Writing

Guide writing is used to help students learn or guided students to write something. Tyner defines, "Guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice".²⁶

Based on the theory- guided writing above, the activities help students learn to write by giving them a partially full draft or some other forms of assistance. In addition, Dunigan states that, "Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising, and publishing".²⁷ Students are supported during the different stages of the writing process by seeing some of the above explanations through guided writing. In a successful writing program, guided writing is an important tool, an

²⁵ *Ibid*, p.93.

²⁶ Tyner B. *Beginning Reading Instruction and The Small-Group Differentiated Reading Model in Small-Group Reading Instruction* (pp.1-16). (Newark, DE: Internasional Reading Association, 2004)

²⁷ Jima Dunigan, *Classroom Authoring Guided Writing* (Teachers Created Resources, 2008), p.13

additional support step towards independent writing. This means that guided writing help students to enhance their writing and working with increasing independence. From the definitions above, the researcher concludes that guided writing can be completely utilized by providing learners with the language they need to complete the assignment together with the teacher and helping students by guided writing during the different stages of the writing process.

b. Teaching procedure of Guided Writing

Guided writing has several steps. Dunigan states that, “several steps of guided writing activity:

1. Planning, the students identify, collect and organize the ideas.
2. Writing, the students write in accordance with the subject matter or content specified.
3. Editing, the students edit their writing before the next step.
4. Publishing, the students polish their writing project with assistance as a need to compose a final draft”.²⁸

From that explanation, it can be concluded that guide writing can be used as a conductor to use media in the learning process at the classroom. The steps of guided writing can be combined with the using Instagram to support this process.

c. Teaching Procedures of Instagram by Using Guided Writing

There are some procedures in applying Instagram by using guided writing. The followings are the steps to teach writing by using Guided Writing via Instagram that can be

²⁸ Jima Dunigan, *Classroom Authoring Guided Writing* (Teacher Created Resources, 2008), p.13

described into pre-teaching, whilst teaching, and post-teaching activities.²⁹

1. Pre-teaching

- a. Prepare the teaching of writing process and that is focuses on descriptive text.
- b. The students plan their writings; the students identify and organize the ideas first.

2. Whilst teaching

- a. Packaging, the teacher guides the students what plan their writings or their first caption.
- b. Popping, using the establishing rubric, the teacher and students discuss to make paragraph. Popping ideas and word.
- c. Ask the students to make caption for their text.
- d. Monitoring the students' writings should be done optimally by giving attention to language features and generic structure.

3. Post-teaching

- a. Publishing, the students publish their caption as a need in composing a final caption.
- b. The next step is peer-reviewing or correction the caption about descriptive text by using comment section.
- c. After giving comments, the students have to edit and revise their caption.
- d. Publishing, the students publish their final caption after revising.

Based on the consideration of time, the researcher modifies the teaching procedure of guided writing by using

²⁹ Spencer, J. *Ten Ideas for Using Instagram in the Classroom*, 2012.

Instagram to teach descriptive text. As a result, the procedure used by the researcher is as follow:

1. Pre-teaching

- a. Prepare the teaching of writing process focusing on writing descriptive text.
- b. The teacher explains about descriptive text with the students.
- c. The students planning their writing and the students identify, organize their ideas what they will write first.

2. Whilst-teaching

- a. The teacher asks the students about their Instagram accounts and the teacher explains the purpose of the material using Instagram
- b. The teacher opens her own Instagram account and explains part of Instagram
- c. The teacher asks the students to follow teachers' account if there are some students do not have account of Instagram the students have to make an account first.
- d. The teacher gives the example of descriptive text and post a picture with caption descriptive text based on the tourist place of the picture
- e. The teacher asks the students to identify the generic structure.
- f. The teacher posts a picture related to descriptive text and asks students to write a description in the comments. She gives ideas to the students about what they must write first.
- g. The teacher posts picture of tourist place and asks students to make descriptive text based on tourist place that have been posted, and make a text in the comments column.

- h. The teacher do corrections in their caption of the text
 - i. The students revise or edit their caption of the text after the teacher's correction.
3. Post-teaching
- a. The students publish their final caption about descriptive text
 - b. The teacher gives advice and conclusion about the material

Based on the explanation above, the researcher can conclude that some procedures can be followed by the teacher when they are going to teach descriptive text by using Instagram. That procedure can help the teachers to teach easily.

5. DESCRIPTIVE TEXT

a. Definition of Descriptive Text

Description is one of the types of writing where the writer describes something which commonly a person, a place or object. According Pennington, "descriptive text is a text that describes: a person, place, or thing".³⁰ It means that when we describe an object. It describes the detail and all information that are really specific description of an object, then the reader can understand our descriptions in their minds and that we describe, it has been described well. The descriptive text is used to describe people, place, animal, or things they look like, test, and sound with detail and specific descriptions. But, in this research will focus on describing a place. It is based on syllabus of the tenth grade.

³⁰ Pennington in Aris Rahmasari. *"Implimentation in Dictation Technique In Descriptive Paragraph Writing of SMP 1 Pagelaran Pringsewu"*, (Bandar Lampung IAIN Radin Intan Lampung Press un Publish, 2011), p.22

1. Generic Structure of Descriptive Text

Descriptive text has the language features, generic structure and social function. Every text has its own generic structure. Descriptive text has two generic structures. They are identification and description. Gerot and Wignell states that, “about the two of generic structure as follow:³¹

1). Identification: identifies phenomenon to be described. It is the general statement that introduces subject to describe. It is usually in the first paragraph or in the first sentence. it can also give the readers brief explanation about when, where, who or what of the subject.

2).description:it is the more explanation of the object. It describes parts, qualities and characteristics.

2. Purpose of Descriptive Text

Based on the definition of descriptive above, the purpose of descriptive text is to present the readers with a picture of a person, place, thing, and object. White stated that there are several aims of descriptive text:³²

- 1) To help the reader to see the objects, persons, and sensations.
- 2) To explain the reader about a subject
- 3) To describe something to make the reader interested
- 4) To make the author do a return of the object that already exists in the form of writings.
- 5) To demonstrate something to a reader.

³¹ Gerot and Wignell. *E-Journal of English Language Teaching Society* (IELTS) Vol.2 No 12014-ISSN 2331-1841

³² Fred. D White, *The Writer's Art*,.....p,61-62

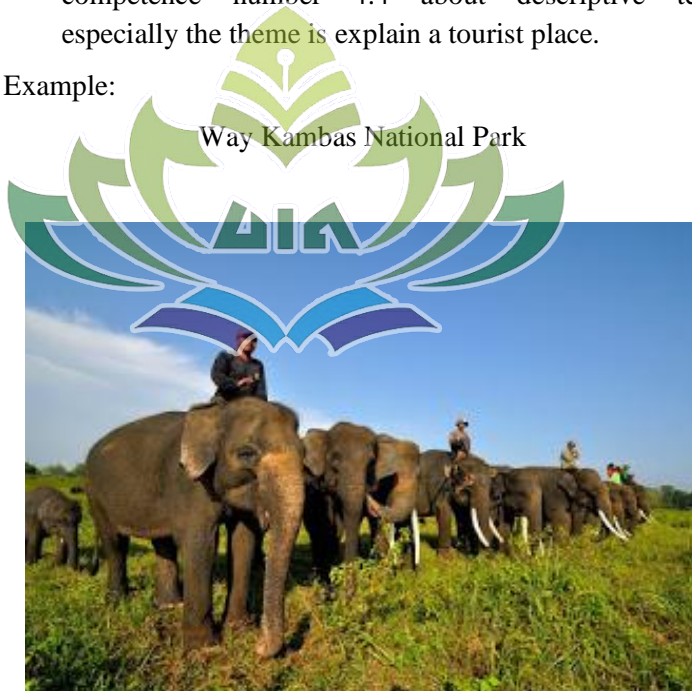
3. Grammatical Pattern

Grammatical feature is the last aspect of descriptive text. Pardiono states that, “It often performs with present tense, but not at all. The students must know well about it in using conjunction, punctuation, and capitalization properly”.³³ Because of that, in making good descriptive text, the students should also use grammatical feature because we will not only use present tense but also other aspects.

b. The Example of Descriptive Text

Based on syllabus curriculum 13 in SMK (*Sekolah Menengah Kejuruan*) or vocational school on basic competence number 4.4 about descriptive text especially the theme is explain a tourist place.

Example:



³³ Pardiyo, *Teaching Genre Text Structure*, (Yogyakarta:Graha Ilmu, 2008),p.89

Identification

Way Kambas National Park is a national park for Elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park established in 1985, is the first school for elephant in Indonesia. The beginning of its establishment, Way Kambas National Park was named The Elephant Training Center/ Pusat Pelatihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center/Pusat konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding, and conserving elephant. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

Description

In Way Kambas National Park, there are some endangered animals such as Sumatra Rhinos, Sumatra Elephant, Sumatra tiger, Mentok Rimba, and crocodile Sepit. There are also some plants which are mostly found there such as api-api, pidada, Nipah, and Pandan. On the marshy coats of Way Kambas National Park is often found various species of birds, such as, Lesser adjutant, pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

6. Instagram

a. Definition of Instagram

Talking about social media, it is very popular in this day and it is not strange for all people from the young ones to the old ones. They are the users of social media that is Instagram. Instagram is a social media, network, and mobile application that provide certain features that enable users to post images and videos and allow users to connect with

others. In October 2010, Instagram was found by Kevin Systrom and Mike Krieger. Based on Hu, “Instagram is a relatively new form of communication where users can easily share their updates by taking photos or videos”.³⁴ People usually use Instagram to share their personal informations, such as uploading their pictures or videos and providing the explanation that is called caption. Caption in Instagram is some sentences for clarifying the images or videos which are usually used to do interactions and to know what user’s intentions.

Instagram users access the application to entertain themselves, do capital business, and probably just do their hobbies. Alhabash and Ma states that, “Instagram is a photo sharing mobile application that allows users to take picture, apply filter to them and share them on the platform itself. Instagram has over 400 million active monthly users who share over 40 billion pictures”.³⁵ It means Instagram is a place to express users’ feelings with posting their photos or videos, and then Instagram link users by following others’ profiles, which help them to access and respond to the contents that are posted on these profiles in the form of posted contents and to respond in the form of comments or like.

Then, Instagram is not only a place about sharing photos or videos and comments, liking, or posting. Based on Krist in Handayani, “Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful”.³⁶ It means in using Instagram in the classroom as media for connecting the lessons that the

³⁴ Hu., Y., Manikonda, L., & Kambhamti, S. What We Instagram: A First Analysis of Instagram Photo Content and User Types. Proceedings of the Eight International AAAI Conference on Web Blog and Social Media, 2014, p.595

³⁵ Alhabash, s., and Ma, M.A. Tale of four platforms: Motivation and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Student. SAGE Journals, p.1-3

³⁶ Krist Michael W in Handayani, “Instagram as a TOOL? Really?”. Universitas Mahaputra Muhammad Yamin Solok, 2016, p.322

teacher teaches with students' real lives, it is also a thing that students often do. Instagram is considered as one of social media terms of facilitating, and using instagram as a tool in teaching learning process it makes students and teacher creative and the teacher can see how each of student gives their responses.

Based on explanation above, using Instagram as a tool in teaching- learning process will make teacher and students more creative. The teacher can put the material in the photo such a place and ask them to make a text based on the photo in the comment. A lot of learning activities can be done in Instagram such as giving opinions, ideas, and discussions about the material. Instagram is a unique way for teaching learning process and it can attract students' attention in the fun learning process.

b. Feature of Instagram

There are many features in Instagram. That can be used in the learning process. "Instagram has five menus all located at the bottom". Are as follows:

1) Home Page

The home page is the main page that shows new photos or videos updated and shared by users' Instagram who have been followed. To see the photos or video, we just scroll the screen up and down.

2) Comment

As social media, Instagram provides comment features, photos and videos that can be commented on in the Comments field. How to press the icon marked with a comment balloon under the photo, then a written impression of a photo in the box provided after that hit the Send button.

3) Explore

Explore is a view of the most popular photos that Instagram users love. Instagram uses a secret algorithm for which photos are included in the feed.

4) Profile

Users' Instagram profiles can know in detail about user information of the users from other users. The profile page can be accessed through your photo icon in the rightmost main menu. This feature shows the photos you have uploaded.

5) News feed

Newsfeed is a feature that shows notifications to various activities that are performed by Instagram users. The newsfeed has two types of tabs that are "following" and "News". The "Following" is a tab shows the latest activity of the users that the users follow, and then the "News" is a tab shows recent notifications about Instagram users' activities to user photos, leave a comment or follow the notifications will appear in this tab. According to Atmoko "There are several parts that must be filled to make the photos in upload more meaningful information, the parts are:"

a) Title

That title or caption to reinforce the character or message that you want to convey to the user.

b) Hash tag

Hash tags are a symbol with the mark is (#), this feature is very important because it is very easy for users to find photos on Instagram with certain hash tags.

c) Location

Location is a feature to show where users are taking photos. While Instagram is called a photo sharing service, it's also a social media because users can interact with each other. There are a few things to do on Instagram, like the following:

(1) Follow

Follow is when the users want to be other users' friends and to do that they only press "follow".

(2) Like

Like is an icon where users can like photos of other Instagram users, border on a comment or by double-tapping (knock twice) on the preferred photo.

(3) Comment

Comments are an activity in giving opinions through words. Users are free to comment on any photos, it can be advice, praise, or criticism.

(4) Mention

Mention is a feature to add another user; it is signed with "@(" and enters the Instagram username.³⁷

Based on the explanation above Instagram feature are features that can support the learning process. Activities that can be done on Instagram in the learning process can be a medium that can help students to explore ideas, can make student writing skills more informative. Beside that, it can inspire other friends and students can discuss, and giving their inputs. The image below is an example of Instagram:

³⁷ Bambang Atmoko. *Instagram HandBook*. Jakarta selatan : Media kita. 2012, p.28



Figure 2.1 Instagram Logo

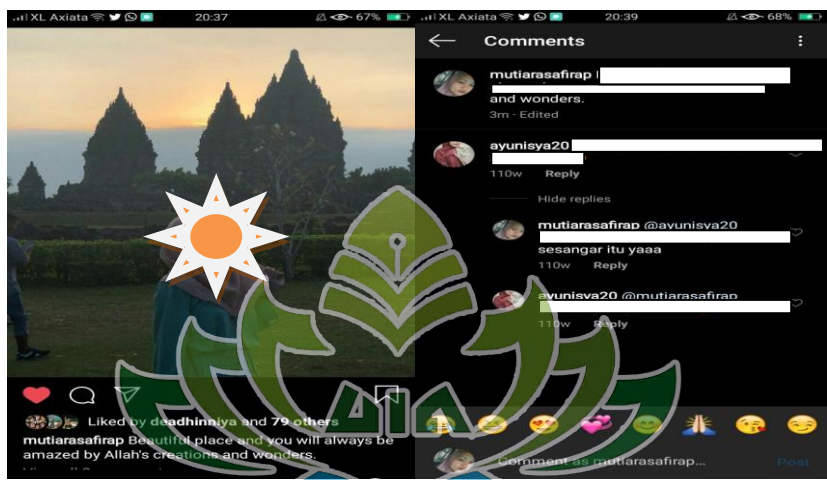


Figure 2.2 Caption on Instagram Figure 2.3 Page to Comments

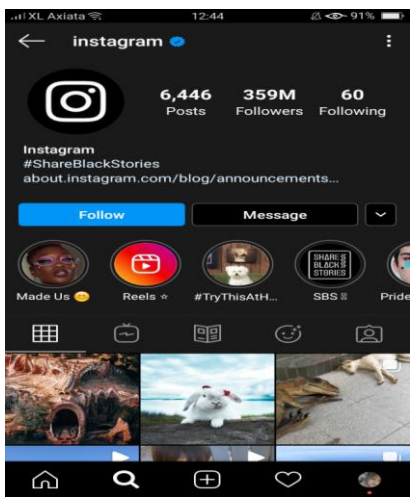


Figure 2.3 User Profile

c. Advantages and Disadvantages of Instagram

1) Advantages of Instagram

First, it can help to increase communicating skill and provide a 'back door' for shy learners. Second, Instagram relies on the written word; make it an excellent it means that it can improve writing skills. Third, Instagram encourages collaboration and peer feedback among students. Fourth, Instagram promotes interpersonal skills among students.³⁸

2) Disadvantages of Instagram

In addition, the advantages Instagram also has some disadvantages of Instagram that students must know are. 1) the signal or internet access, 2) use time, 3) the violation of the privacy of the Instagram users.³⁹

B. Relevant studies

On the previous research by Euthia Mursela entitled "The Effect of Peer Feedback through Instagram on Student's Writing Recount Text". The result of this research proves the difference between students' score in learning recount text by giving peer feedback through social media. Then, it proved that Alternative Hypothesis (Ha) is accepted. Thus, it can be concluded the peer feedback through social media is effective in teaching recount text because it showed moderate effect on students' writing recount text at the tenth grade of SMA Triguna Utama Tangerang Selatan.

Based on previous research by Candradewi Wahyu Anggraeni entitled, "Student's Perspectives towards The Use Instagram in Writing Class". The result reveals that the students' perspective

³⁸ Fitri Handayani, *Instagram as a TOOL? REALLY? (Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4), 2014*), p.333

³⁹ Candradewi Wahyu Anggraeni. *Students' Perspective towards The use of Instagram in Writing Class*. 1st English Language and Literature Internasional Conference (ELLiC). Tidar Universitas Indonesia, p.71

covers two aspects that include benefits and barriers of using Instagram. One of the benefits shows that participants have positive perspectives of using Instagram in their writing assignments. The overall contribution of this article is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using Instagram in writing class.

On the previous research by Irfan Zidny Suharso entitled "Improving Students' Writing Skill Using Instagram in Grade X of Science 5 at SMAN 5 Yogyakarta" the study showed that the use of Instagram in the teaching and learning process significantly improved the students' writing skill. There were significant improvements in the test score. In conclusion, the use of Instagram can improve the students' writing skill significantly.

C. Frame of Thinking

There are four basic skills that foreign language learners can master in learning English, namely listening, speaking, reading and writing. In the teaching-learning process, media is needed by the teacher because media increases the interest of learners in learning. The media can be used to explain the teacher's subject matter to the pupils efficiently. One way to use the teacher guide to enhance students' writing ability in descriptive text is to use Instagram as a tool. Students would be encouraged because the teacher has a medium in the learning process.

Students may use Instagram to write and express their feelings that they share based on photos or videos they share. Students may also create an Instagram and learn to write a text as medium. It would also help students enjoy their learning process. Instagram is useful for students to writing and it can help students share their opinion, ideas, and feelings. Then, the researcher hopes that students will enhance their creativities in learning English especially in writing descriptive text. The use of Instagram will apply on writing especially for the tenth grade of SMK Trisakti Jaya Bandar Lampung.

D. Hypothesis

The hypothesis of the research as follows:

Ha: there is influence of using Instagram towards students' writing ability in descriptive text.

Ho: there is no influence of using Instagram towards students' writing ability in descriptive text



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- A large, stylized watermark logo is centered on the page. It features a green circular emblem with a white question mark inside. Below the emblem, the text 'UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK' is written in a blue, serif font. The logo is partially obscured by the text of the bibliography entries.